DOCUMENT RESUME

ED 251 571 UD 023 964

TITLE	Expanding Options. Coordinator's Guide.
INSTITUTION	Center for Studies of the Person, San Diego, CA.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	84
NOTE	47p.; For related documents, see UD 023 961-969.
AVAILABLE FROM	WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160; Complimentary with each guide or set.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavior Change; Change Strategies; *Educational Change; Elementary Secondary Education; *Equal Education; Program Guides; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; *Workshops

ABSTRACT

This guide provides an overview of the Expanding Options workshops, a comprehensive sex equity training package for all segments of the K-12 educational community. Addressed to program coordinators, this booklet serves as a companion to eight Facilitator's Guides, each of which details workshops for a different section of the intended audience. The coordinator's guide briefly explains the contents of the facilitator's guides, and gives a history of the origins and development of Expanding Options which is intended: (1) to impart specific knowledge about sex equity in a number of areas; (2) to change behavior in such a way as to open more equal alternatives for both sexes in their personal and working lives; and (3) to bring attitudes about the appropriate nature of men and women into closer harmony. The guide describes instruments used throughout the program and gives advice on implementing the workshops. It then outlines a typical workshop session and enumerates the responsibilities of coordinators and facilitators. A bibliography of necessary instructional materials follows, and the final item in the booklet is a reproducibles calculation chart, a format for determining which readings, worksheets, transparencies, assessment instruments, and activity cards will need to be reproduced. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

COORDINATOR'S GUIDE

CENTER FOR STUDIES OF THE PERSON
San Diego, California

Director
Lynn Stuvé

EXPANDING OPTIONS

EXPANDING OPTIONS

U.S. DEPARTMENT OF EDUCATION/WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

T.H. Bell, Secretary

ED033964

Developed by the staff of Resources for Non-Sexist Environments, a Federal WEEA project of the Center for Studies of the Person

Coordinators
Carolyn Barry
Ileana Bascuas
Michelle Halprin
Evelyn Solomon

Evaluator
Richard Carney

Secretaries
Ruthann Miller
Laura Moore

Graphic Designers
James Durkin & Francine Foster
Creative Learning Systems, Inc.

Graphic Artist
Anne Willingham

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

The activity which is the subject of this report was produced under a grant from the U.S. Department of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

Printed and distributed by WEEA Publishing Center, 1984
Education Development Center, Inc., 55 Chapel Street
Newton, Massachusetts 02160

CONTENTS

Acknowledgments v

Expanding Options: Teachers Respond to the Workshop Experience vii

Overview of Expanding Options
- What It Is 1
- What It Consists Of 1
- How It Came About 2
- What Its Goals Are. 3
- How to Make It Happen 8
- Concluding Remarks 12

Resources
- Necessary Instructional Materials 13
- Bibliography 14

Reproducibles Calculation Chart
- Deciding on the Program Scope 17
- Making Entries on the Charts. 17
- Marking Instructions for the Duplicator 18
- Impressing Your Facilitators 19
- Duplication Order Form 20
- Reproducibles Calculation Chart 21

ACKNOWLEDGMENTS

The staff of Resources for Non-Sexist Environments wishes to acknowledge gratefully the help and encouragement received from the numerous individuals and organizations we worked with during the project year. While it is impossible to list all of them by name, the following deserve special mention.

To LaDonna Coles, a workshop "graduate" and teacher extraordinaire, without whose endless commitment and hours of volunteer talent we'd still be working on the layout of the materials.

To our sensitive and talented graphic artist, Anne Willingham, who captured the essence of our materials with her original designs.

To Francine Foster and Jim Durkin, our material production designers, who took a mass of complicated and varied materials and creatively shaped them into a unified, professional design. Their advice and friendship provided crucial support.

To the many consultants whose depth of knowledge and expertise assisted in making the materials and workshops effective and dynamic--with extra special thanks to Larry Carlin for his sensitivity, warmth, and energy in the design and delivery of the workshop models; to Peggy Budd, whose knowledge about language and sexism was a valuable resource; and to Allison Rossett for her technical advice and encouragement.

To Julie McBride, Ann Packard, and Dave Ulrey, Children's School staff, for their valuable contribution of the Sex-Role Awareness Activities for the Classroom (Activity Cards) and for their workshop participation.

To Barbara Landers and Barbara Peterson, whose expertise and encouragement assisted in getting us off the ground.

To the Resource Center on Sex Roles in Education, whose materials were invaluable in assembling this program.

To Project Awareness, whose previous work and research were gratefully used.

To our cooperating agencies: the San Diego County Department of Education; the San Diego County Human Relations Commission; and the San Diego County

Commission on the Status of Women, with a warm thanks to Ann Hohmeyer on the staff there.

To our advisory panel--Linda Bovet, Commission on the Status of Women; George Williams, San Diego County Human Relations Commission; James Rogers, San Diego County Department of Education; and Jerry Schlenker, San Dieguito Union High School District--for their warm-hearted support and time from busy schedules.

To the cooperating school districts in San Diego County: the administrators, students, teachers, parents, counselors and support staff of

Del Mar Elementary School District
Cardiff Elementary School District
Encinitas Elementary School District
San Dieguito Union High School District
Poway Unified School District

EXPANDING OPTIONS: Teachers Respond to the Workshop Experience

Our class activity was beautiful. Second-graders discussing "mothers" was really a terrific learning experience for us all. I'm glad this class has given me lots of classroom activities to share with students. . . . I have become much more conscious of our language and how it helps form our concepts.

--Diane Hewitson

My eyes were really opened up to how men are pressured into their stereotypes of being strong, brave, etc.

--Tricia Faris

Wish we had more sessions! This is such an interesting and broad topic; I wish we could have had more time to share ideas and discuss handouts. . . . My classes will be "freer" and "fairer" for all. Thanks for so much useful, usable information!

--Lizz Goldman

My language is improving--the slide presentation was great--no more generic references. . . . Shared with my family--would love to be involved in such ongoing workshops. . . . Man, I mean, woman, it was interesting. . . . This class has given me added knowledge to confront sexism with fact and rationality. Also I'm not as fearful to try doing sex awareness activities in the classroom. I can trust my kids to support and bring up crucial issues. Many thanks.

--LaDonna Coles

MEN, stand up and be counted. This info is important to you.

--Felix Lehmann

Great course for personal growth and professional expansion. I loved the whole thing. . . . A heightened awareness in this area.

--Mai Lon

OVERVIEW OF EXPANDING OPTIONS

What It Is

EXPANDING OPTIONS is a comprehensive sex equity training package for all segments of the K-12 educational community--teachers (elementary and secondary), students, student leaders, parents, administrators, counselors, and support staff. Each of the eight *Facilitator's Guides* contains workshop guides, instructional materials, and suggested resources to conduct a series of awareness, knowledge, and action-planning workshops on sexism and sex-role stereotyping.

What It Consists Of

The *Coordinator's Guide* provides an overview of the package and background about the development of the workshops and materials. It gives information necessary for one person to coordinate the workshop series. The Coordinator may arrange for the ordering and reproduction of instructional materials for all the workshops, or may leave this task to individual Facilitators. The Coordinator may also assume the responsibility of conducting the in-service training or may hire someone else to be the Facilitator. This *Guide* also includes a discussion of the Assessment Instruments and recommendations for their use; a Resources List and Recommended Bibliography; and a Reproducibles Calculation Chart, which lists all the handouts--i.e., Readings, Worksheets, Activity Cards, Assessment Instruments, and Transparency Masters for the Mini-Lectures--for all eight workshop series and provides a method for calculating quantities if the coordinator is to handle reproduction of these materials.

There are eight different *Facilitator's Guides*, one for each of the identified segments of the school community--elementary and secondary teachers, students, student leaders, parents, administrators, counselors, and support staff. Each *Facilitator's Guide* has: (a) an introductory narrative, Notes to the Facilitator, (b) session-by-session guides to the instructional process, content, and materials, (c) Facilitator Resources, including the necessary Mini-Lectures and Activity Guides for the workshop sessions and answer keys for some of the Worksheets, and (d) masters for reproducing session handouts (e.g., Assessment Instruments and Transparencies). Each *Facilitator's Guide* also offers advice about how to set up the workshop, though you may prefer to make the Coordinator the central check person for this, as well as for other logistical, printing, and resource processes. Facilitators should be encouraged to familiarize themselves with all mate-

rials and content areas and to hold some practice sessions with friends and/or associates.

As you read this paragraph, please refer to the *Elementary Teacher Workshop Facilitator's Guide*. This workshop is the most comprehensive model. The Introduction, Notes to the Facilitator, explains how to use the *Guide*, gives the instructional design, and offers specific recommendations. Quickly scan the narrative--it will help you understand the Facilitator's and Coordinator's responsibilities. Turning to Session 1 (which is typical of all the workshops), you will observe that the session includes participant goals and objectives; a timeline which approximates the length of the activity; directions to the Facilitator about process and learning activities (events); pictographic cues to major events; and a checklist of necessary materials. Leaf through the other workshop sessions to orient yourself to scope and content. Note that Session 8 on assertiveness training is optional. It can offer participants valuable skills to become more effective change agents. The teachers, parents, and counselors who participated in this session received it with enthusiasm. It can be added to *any* of the workshops (and, indeed, is built into the Parent Workshop content).

How It Came About

Resources for Non-Sexist Environments (RNE) was a federally funded Women's Educational Equity Act project of the Center for Studies of the Person. The project targeted small- and medium-sized school districts in San Diego County to field-test the workshop design and materials. This area of California has a primarily white middle-class population and a small percentage of Spanish-speaking residents. The workshops were designed by RNE staff members with the assistance of consultants and representatives from the various participant groups. The Student and Parent Workshops underwent two field-testing procedures each; because of strong teacher interest, the Elementary Teacher Workshop was conducted three times. The rest of the workshops, with the exception of the Secondary Teacher Workshop (see explanation following), went through one validation activity each.

Because of unforeseen local political and economic problems as a direct result of Proposition 13, the Secondary Teacher Workshop was not field-tested. However, a team of secondary teachers assisted in revising the well-field-tested Elementary Teacher Workshop to correspond to the needs and interests of secondary students and teachers. In addition, most of

the activities were field-tested with counselors/guidance personnel from junior and senior high schools and with administrators.

What Its Goals Are

The three basic goals for the EXPANDING OPTIONS workshops are:

- To impart specific knowledge about sex equity in a number of areas.
- To change behavior in such a way as to open more equal alternatives for both sexes in their personal and working lives.
- To bring attitudes about the appropriate nature of men and women into closer harmony.

Evaluation instruments have been selected or constructed to permit an assessment of the immediate impact of participation in a workshop.

Assessment Instruments

Five Assessment Instruments are provided. The Process Evaluation Form is used at the end of each workshop session for evaluation of that session. The Final Assessment is used in the last session to evaluate the workshop experience as a whole.

The other three Assessment Instruments are for optional pre- and post-testing. What Do You Know About Sex Equity? measures knowledge, the Adult Rating Scale (ARS) measures behavior, and the Person-Concept Incongruency Scale (PCIS) measures attitudes. The sections that follow give instructions for the use and scoring of these three evaluation instruments.

What Do You Know About Sex Equity?

This instrument is a content test, composed of multiple-choice items designed to measure information specific to the material covered in the various workshops. Every effort was made to develop items that are difficult to answer by guessing or by using generalized common sense.

This test is scored by awarding one point for each correct answer. The test has some items for which more than one correct answer is included

(flagged on the instrument and answer sheet by an asterisk). On these items, adults were scored by subtracting the number of answers missed from the number correct. A negative score on such items was common.

Answer Key:

Part 1, Legal Background. 1. d / 2. e / 3. c / 4. a / 5. c / 6. a / 7. c

Part 2, Change. 1. b / 2. e / 3. c / 4. b, c, f / 5. a, c, e

Part 3, Language. 1. b / 2. d / 3. a / 4. e / 5. e / 6. d

Part 4, Biological/Psychological. 1. e / 2. b, d, g / 3. d / 4. e / 5. d

Part 5, Socialization. 1. a / 2. e / 3. a / 4. c / 5. d / 6. b, c, f, g / 7. a

Part 6, Employment. 1. a / 2. a, d / 3. a / 4. b / 5. e

Adult Rating Scale (ARS)

The ARS is a measure of adoption of various behaviors. It describes 20 behaviors and gives specific illustrations of each behavior. The respondent rates the frequency with which she or he does the behavior described on a scale from 1 to 5.

All of the behaviors on the ARS are at least moderately socially acceptable, so that it is reasonable to assume that anyone of either sex might do them to some degree.

Ten items (1, 4, 5, 7, 11, 14, 15, 16, 18, 20) are stereotypic of males; their sum is identified as MI. Ten items (2, 3, 6, 8, 9, 10, 12, 13, 17, 19) are stereotypic of females; their sum is identified as FI. The difference, MI - FI, is the respondent's androgyny score (An).

Person-Concept Incongruency Scale (PCIS)

The PCIS consists of four sets of 16 semantic differential-type polar adjectives, with seven blank spaces between each pair of words. The respondent is asked to check the appropriate blank for each pair, rating women and then men in general as they are and as the respondent would like them to be.

Scoring is done in a box on the right side of each page of the instrument. A number of different and interesting scores may be derived from this instrument, including scores for the items labeled E (Evaluation), P (Potency), and A (Activity). However, for our pre- and post-testing, only one score was used, the congruence between ratings for ideal males and females (CI). The sums of squares indicated in the scoring boxes of the instrument suggest a number of scores that might be of interest, and for further scoring and formulas the reader is directed to the instrument from which the PCIS is adapted, the Self-Concept Evaluation Location Form, which is available from its author, Dr. Richard E. Carney, 3308 Midway Court, Suite 835, San Diego, CA 92110.

To score the PCIS and derive the CI score: Record the raw scores for each word pair in the first column of the scoring box. The scores will range from 1 to 7 (left to right), depending on the column in which the check was placed. Items marked with an asterisk (*) are reversed (to control for answering in a pattern or always in the same column), so that they are scored from 7 to 1 (left to right). After recording the raw scores for all 16 items on all four scales, follow the formulas at the tops of the columns and sum each column to calculate additional scores for each respondent. The sum of $(F_1 - M_1)^2$ is the index of congruency (CI).

Hypotheses

General hypotheses (expected outcomes) were derived for the workshops. A hypothesis was developed for each of the three general goals of the workshops and operationalized with the evaluation instruments, as follows:

- Knowledge scores on What Do You Know About Sex Equity? (content test) will increase.
- Workshops will change behavior as reported on the ARS by increasing the relative proportions of opposite-sex-typed behavior without reducing same-sex-typed behavior. In other words, the An score on the ARS will approach zero.
- Incongruence between concepts of the ideal male and female (CI) on the PCIS will decrease.

Outcomes

Means, standard deviations, percentages, and t ratios for the obtained outcomes showed significant changes in the expected direction for the total of all adults pooled over six workshops. Practically useful percentage gains were also found. No significant change was found between the initial and pre- measures for the adult control group, which was quite small. This group also had about one-third the gains shown for the total pre/post changes (see Table 1, following).

The results for junior high students were quite mixed and may be unrepresentative of workshop impact. The second class participated in the workshop at the very end of the school year, on an accelerated schedule and with a substitute teacher. There was extremely wide variation in scoring, particularly for the boys. In fact, on some measures, losses between the pre- and post-tests were recorded. The means and standard deviations shown for the students may overestimate the CI values and underestimate the content-test values (see Table 1).

Test Administration

Great care should be taken to preserve the anonymity of participants, and at the same time to permit matching of pre- and post-tests. This may be done by placing all forms in prenumbered envelopes and distributing the envelopes randomly to the participants. Have adults write their numbers in at least *two* places where they are likely to find them at future meetings, and emphasize the importance of using the numbers on *all* Process Evaluation Forms. It is best to have the teacher also make a list of student names and numbers that is then kept secure from the Facilitator. Explain the need for such numbers and make it clear that there is no intent to identify any individual. Note: A consent form should be obtained from adults and from parents of minors.

Test items for What Do You Know About Sex Equity? are quite difficult and may cause anxiety in some participants. On the pretest, it is wise to emphasize that such is the case because the items are designed to measure knowledge specific to the workshop. Participants should be reassured that they are not supposed to do very well until after the workshop experience.

Table 1. OUTCOMES OF SEX-EQUITY WORKSHOPS

	PRETESTS	ARS			CI	Content
		MI	FI	An		
ADULTS (Teachers, Parents, Counselors, Support Staff)	Mean:	33.82	38.22	-4.57	15.78	14.06
	Standard Deviation:	6.03	5.04	7.82	13.69	6.26
	N:	98	98	98	98	86
	PRE/POST DIFFERENCES					
	Mean:	.93	-.51	-1.27	-6.44	4.42
	Standard Deviation:	5.01	4.38	3.83	14.92	5.92
	N:	68	68	67	68	65
	t ratios:	1.53	.96	2.71**	3.56**	6.02**
	% Gains (or Losses):	-	-	18.42	37.78	27.64
STUDENTS (Junior High - Males)	PRETESTS					
	Mean:	37.16	31.48	5.69	60.19	2.68
	Standard Deviation:	5.38	4.91	5.75	34.44	2.14
	N:	25	25	25	25	25
	PRE/POST DIFFERENCES					
	Mean:	.52	-1.14	-.05	1.10	2.07
	Standard Deviation:	5.06	6.04	4.70	65.62	3.71
	N:	25	25	25	25	25
	t ratios:	.22	.42	.04	1.01	2.17*
	% Gains (or Losses):	-	-	.78	-35.10	62.34
STUDENTS (Junior High - Females)	PRETESTS					
	Mean:	33.62	35.63	-2.01	26.62	3.63
	Standard Deviation:	6.13	4.41	5.83	20.21	3.35
	N:	22	22	22	22	22
	PRE/POST DIFFERENCES					
	Mean:	1.19	-.46	-.93	-.18	.77
	Standard Deviation:	2.56	4.76	5.00	19.33	2.94
	N:	22	22	22	22	22
	t ratios:	1.04	.75	.96	.10	.63
	% Gains (or Losses):	-	-	42.33	1.04	21.35

*p<.05
**p<.01

Workshop Evaluation

Assessment Instrument 5, Final Assessment, is a form for participants to use in evaluating the entire workshop experience; instructions for its use are included in the last session of each *Facilitator's Guide*.

Assessment Instrument 4, Process Evaluation Form, is for participants to use in evaluating each workshop session; instructions for its use are included at the ends of sessions through the *Facilitator's Guides*.

For further information regarding the evaluation procedures and/or Assessment Instruments, contact Dr. Richard E. Carney (see page 5).

How to Make It Happen

This section provides a brief overview of a typical workshop, with comments on special content in or differences between workshops. Table 2 shows the number of sessions and the total amount of time required to complete each workshop. In addition, some recommendations gathered from our field-test experience regarding the divisions of Coordinator/Facilitator responsibilities are shared. The EXPANDING OPTIONS format has been designed with these two roles--administrative support and actual workshop facilitation--in mind.

Table 2. NUMBER AND LENGTH OF WORKSHOP SESSIONS

WORKSHOP	NUMBER OF SESSIONS	LENGTH OF SESSIONS	TOTAL TIME REQUIRED
Elementary Teacher	7-8*	2½ hours	17½-20* hours
Secondary Teacher	6-7*	2½ hours	15-17½* hours
Student	9	50 min.	7½ hours
Student Leader	7	1½ hours	10½ hours
Parent	6	2½ hours	15 hours
Administrator	2	2 hours	4 hours
Counselor	4-5*	3 hours	12-14½* hours
Support Staff	3-5*	2 hours	6-10* hours

*The maximum figures listed for number of sessions and total amount of time indicate the addition of optional sessions.

A Typical Workshop

A typical workshop begins with vocabulary building and activities to expand awareness of sex-role socialization. Sociological, psychological, and biological perspectives on sex roles are addressed. Next, participants appraise the limiting effects of sex-role stereotyping on ther personal and social development, academic achievement, and career aspirations of both females and males. A legal remedy, Title IX, is then presented to validate and stimulate action in the educational environment. After building up a background of information and rationales for action, participants are asked to investigate language--analyzing how it reflects the sexist attitudes of society. The final sessions are planned to encourage participants to apply the information to their own particular settings and to share the difficulties and successes involved in doing so. Indeed, application and integration of the insights and knowledge gained are encouraged throughout the workshop experience, but in the last sessions application becomes the main focus.

Content Areas

Each of the above-mentioned knowledge areas has a content Reading and Mini-Lecture to accompany it. The Readings cover the following content areas, among others:

- Socialization of sex roles
- Biological aspects of sex differences
- Title IX
- Limitations of sex roles
- Language and sexism
- Action strategies

The information covered in the Readings is not original, but has been gathered from several sources and condensed for participant convenience. It is important for participants to have at least the amount of information covered in the Readings. The instructional materials list and bibliography in this *Coordinator's Guide* include recommended materials for more in-depth coverage of the relevant content areas.

Special Notes

The Elementary Teacher Workshop was the basis from which the other workshops were developed. Please note that Session 8 is optional but strongly recommended; as mentioned previously, it was well received by the target groups who attended the sex equity assertiveness sessions. Of particular value in the Elementary Teacher Workshop are Activity Cards (Sex-Role Awareness Activities for the Classroom). These were created by the staff of the Children's School for this project, along with others gathered from additional sources. During the field test, teachers found these Activity Cards enlightening and useful. They were enthusiastic about the response from their students and the great interest and benefit they saw from application of the activities in the classroom.

The Secondary Teacher, Counselor, Parent, and Support Staff Workshops all follow this typical workshop format, with the chief variations existing in the methods of application of information.

The Student Workshop is designed to be given by upper-grade and secondary teachers in a classroom setting. Interested teachers should attend the Elementary or Secondary Teacher Workshop or at least read through the materials, studying the Worksheets and Readings. The purpose of the Student Workshop is to increase student awareness and knowledge so that the students can base life choices on a more complete understanding of the subtle effects of sex-role stereotyping on those choices. The title of the package, EXPANDING OPTIONS, is meant to emphasize this purpose. The Student Leader Workshop is planned so that it might be implemented during a student leader weekend or in a special class.

The Administrator Workshop introduces and provides an overview of the vocabulary and purpose of the other workshops. It is focused on gaining administrative support and commitment for full compliance with the spirit of Title IX.

Coordinator Responsibilities

EXPANDING OPTIONS is organized so that a Coordinator can take responsibility for the overall preparation of the workshops. It was felt that this was the most efficient use of time and resources. Coordinator responsibilities are as follows:

Order and arrange for supporting resources such as books, pamphlets, filmstrips, and films.

Hire a Facilitator(s) to conduct the workshop(s) (see below for Facilitator background/qualifications).

Determine the person responsible for the reproduction of instructional materials.

Arrange for the reproduction of Worksheets, Readings, Transparencies, Assessment Instruments and Activity Cards.

Assist the Facilitator(s) in arranging for a site and in making the necessary contacts with participant groups and supervisory personnel.

Assist in the identification of local resource persons and materials.

Investigate offering credit to workshop participants from local universities and adult education programs.

Ascertain participant interests and needs and determine the number of workshops to be given.

Contact administrative and department heads as necessary to stir up initial interest and support.

Facilitator Background/Qualifications

When you are hiring or selecting a Facilitator to run the workshops, consider the following checklist of recommended Facilitator background/qualifications:

Experience in group process and leadership

Knowledge base in sex-role socialization and Title IX

Awareness of personal biases

Teaching experience or the equivalent

Familiarity with an educational technology approach to teaching

Ability to be perceived by participants as an authority or expert

Facilitator Responsibilities

Although the Coordinator is responsible for overall workshop preparation, she or he must work closely with the Facilitator, since there is some job overlap. The following are Facilitator responsibilities:

Present the workshop materials and direct the workshop activities.

Create a safe environment for participants through a willingness to share and explore ideas and feelings.

Assist with the facility location and the recruitment processes.

Provide an opportunity for participant input into the workshop direction and design through planning sessions and/or individual session feedback and evaluation.

Identify and make use of local resource persons to enrich the content and the workshop experience.

Concluding Remarks

We have attempted to include the "basics" for the EXPANDING OPTIONS package. We wish you success in your venture to make it work for you. Be creative in your approach and adapt the materials to your particular setting. Your efforts will be rewarded with the enthusiasm of your participants. The teacher comments from our workshops, some of which appear at the beginning of this *Guide*, provide an impetus for us and, we hope, an incentive for you.

We would appreciate any feedback on the workshops and/or materials. We are planning future refinement and your suggestions would be most helpful.

RESOURCES

Necessary Instructional Materials

The following instructional materials are essential for maximizing the effectiveness of the EXPANDING OPTIONS workshops. Order them well in advance. If they are not available, please search for suitable replacements.

Career vs. Homemaking. (Student Leader Workshop only) Simulation game. Creative Learning Systems, Inc., 936 C Street, San Diego, CA 92101.

Changing Words in a Changing World. Book and instructor's guide. WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160. Book, $2.00; instructor's guide, $1.75.

Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications. Pamphlet. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020. Free. Order one for each participant.

Language and Textbooks. Videotape/cassette and workbook for in-service or preservice teacher training. WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160. Purchase, $36.00; three-day rental, $6.00.

Men's Lives. 16mm color film. New Day Films, PO Box 315, Franklin Lakes, NJ 07147. Rental $56.00 plus $3.00 handling. Note: Check with local universities and libraries for availability of this film with little or no rental fee.

Pro/Con. (Student and Student Leader Workshops only) Simulation game. Creative Learning Systems, Inc., 936 C Street, San Diego, CA 92101.

The Sooner the Better. 16mm color film. Third Eye Films, 12 Arrow Street, Cambridge, MA 02138. Rental $40.00 plus $4.00 handling.

Title IX and the Schools. Filmstrip/cassette. Claremont Educational Resources, Box 998, Claremont, CA 91711. 1976. Approximately $25.00.

Word Power. Slide/tape presentation on sexism in language. Work Unlimited, c/o Margaret Budd, 5009 San Joaquin Drive, San Diego, CA 92109. (*Language and Textbooks* or *Changing Words in a Changing World* may be substituted if *Word Power* cannot be obtained.)

Bibliography

The bibliography that follows is not intended to be comprehensive, but it does provide adequate coverage of relevant subject areas. Consider the items as an essential beginning for your resource library.

Alberti, Robert, and Emmons, Michael L. *Your Perfect Right: A Guide to Assertive Behavior.* 3d ed. San Luis Obispo, Calif.: Impact Publications, 1978.

Bem, Sandra C. "The Measurement of Psychological Androgyny." *Journal of Consulting and Clinical Psychology* 42 (April 1974):155-62.

Bower, Sharon, and Bower, Gordon. *Asserting Yourself: A Practical Guide for Positive Change.* Reading, Mass.: Addison-Wesley, 1976.

Broverman, Inge K.; Broverman, Donald M.; and Clarkson, Frank E. "Sex-Role Stereotypes and Clinical Judgments of Mental Health." *Journal of Consulting and Clinical Psychology* 34 (1970):1-7.

Canfield, Jack, and Wells, Harold C. *100 Ways to Enhance Self-Concept in the Classroom.* Englewood Cliffs, N.J.: Prentice-Hall, 1976.

Carney, Clark G., and McMahon, Sarah Lynne, eds. *Exploring Contemporary Male/Female Roles: A Facilitator's Guide.* La Jolla, Calif.: University Associates, 1977.

Cox, Sue. *Female Psychology: The Emerging Self.* Chicago: Science Research Associates, 1976.

David, Deborah S., and Brannon, Robert, eds. *The Forty-nine Percent Majority: The Male Sex Role.* Reading, Mass.: Addison-Wesley, 1976.

Ellis, Ronald G. *The Change Agent's Guide to Innovative Education.* Englewood Cliffs, N.J.: Education Technology, 1973.

Frazier, Nancy, and Sadker, Myra. *Sexism in School and Society.* New York: Harper & Row, 1973.

Garskoff, Michelle Hoffnung, ed. *Roles Women Play: Readings Toward Women's Liberation.* Belmont, Calif.: Brooks/Cole, 1971.

Guttentag, Marcia, and Bray, Helen. *Undoing Sex Stereotypes: Research and Resources for Educators.* New York: McGraw-Hill, 1976.

Hart, Carole; Pogrebin, Letty C.; Rodgers, Mary; and Thomas, Marlo. *Free to Be . . . You and Me.* New York: McGraw-Hill, 1974.

Johnson, Laurie Olsen, ed. *Non-Sexist Curricular Materials for Elementary Schools.* Old Westbury, N.Y.: Feminist Press, 1974.

Kaser, Joyce; Matthews, Martha; and McCune, Shirley. *Implementing Title IX and Attaining Sex Equity in Education.* Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

Maccoby, Eleanor E., and Jacklin, Carol Nagy. *The Psychology of Sex Differences.* Stanford, Calif.: Stanford University Press, 1974.

Money, John, and Ehrhardt, Anke A. *Man and Woman, Boy and Girl.* Baltimore: Johns Hopkins University Press, 1972.

National Education Association. *Today's Changing Roles: An Approach to Non-Sexist Teaching.* Washington, D.C.: Author, 1974.

Nilsen, Alleen Pace, et al. *Sexism and Language.* Urbana, Ill.: National Council of Teachers of English, 1977.

Phelps, Stanlee, and Austin, Nancy. *The Assertive Woman.* San Luis Obispo, Calif.: Impact Publications, 1975.

Sadker, David. *Being a Man: A Unit of Instructional Activities on Male Role Stereotyping.* Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, 1977.

Sargent, Alice G. *Beyond Sex Roles.* St. Paul, Minn.: West, 1977.

Sprung, Barbara. *Non-Sexist Education for Young Children.* New York: Citation, 1975.

Stacey, Judith; Bereaud, Susan; and Daniels, Joan, eds. *And Jill Came Tumbling After: Sexism in American Education.* New York: Dell, 1974.

Thorne, Barrie, and Henley, Nancy, eds. *Language and Sexism.* Rowley, Mass.: Newbury House, 1975.

U.S. Department of Health, Education and Welfare, National Project of Women in Education. *Taking Sexism Out of Education.* Washington, D.C.: Government Printing Office, 1978.

Verheyden-Hilliard, M. *Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools.* Washington, D.C.: NOW Legal Defense and Education Fund, 1978.

REPRODUCIBLES CALCULATION CHART

This final section provides a format whereby you can determine which Readings, Worksheets, Transparencies, Assessment Instruments, and Activity Cards will need to be reproduced--and in what quantities. You may prefer to have each Facilitator handle reproduction of materials for his or her own workshop, or you may design some combination of centralized and individualized reproduction.

To ease the task of planning and ordering materials, we have provided a series of charts by which you can derive a complete list of all the materials to be reproduced for the specific program you are planning. You can use the charts to plan and order materials for the entire EXPANDING OPTIONS program or for only one workshop. As you will note from the charts, there is a high degree of commonality among the workshops for some materials, while other materials are used in only one or two workshops. You may want to use this information as a guide for deciding whether to coordinate reproduction of materials yourself or to leave it to individual Facilitators.

Deciding on the Program Scope

The first major decision to be made, prior to filling in the forms, is the scope of the program to be presented: how many workshops, how many participants in each workshop, and how many Facilitators. Since additional copies of the reproducibles made at the original time of duplication are less expensive than those produced by supplementary duplication runs, it is advisable to allow for maximum numbers at the outset.

When you are comfortable with your decision concerning the numbers and types of workshops to be offered, the number of <u>different</u> Facilitators to be used, and the maximum number of participants for each workshop, then you can turn to each Reproducibles Calculation Chart and record the appropriate numbers.

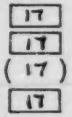
Making Entries on the Charts

First, record the expected number of participants for each workshop to be presented, making your entries in the boxes across the top of each chart. (If the numbers are likely to change, mark them in pencil.)

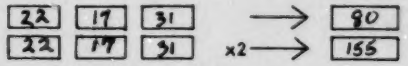
Enter no. of participants for each workshop. ▶

22	17	31	18	23	12	11	18

Next, transfer these numbers down each column by entering each number in all boxes that appear in the column. When you come to a set of parentheses ( ), which indicates an optional item, either insert the number or leave the space blank, depending upon whether or not you want to furnish that item as a workshop resource.



After the columns are complete, add up the numbers marked in each *row*, going across the columns. Add at least 10 percent to the total (to allow a margin for error), and enter the grand total for each row in the appropriate box. Because some sheets are used more than once during a workshop, there may be a multiplier at the end of the row. In such a case, add up the numbers in the row, multiply the subtotal by the multiplier, add at least 10 percent, round off the number, and mark it in the grand total box.



A special case is the Assessment Instrument entitled Process Evaluation Form. Because this instrument is used at the end of each workshop session, multipliers are given for the number of workshop sessions. To fill in a box in the Process Evaluation Form row, enter the product of the number of workshop participants and the session multiplier indicated at the left of the box.

In the Transparencies section, instead of recording the number of participants, record the number of Facilitators who will conduct each workshop.

Marking Instructions for the Duplicator

When you have filled in all the charts, collect the masters of all the materials you will be ordering. The masters can be found in the *Facilitator's Guide* of each workshop in which they are used. For materials used in several workshops, of course, you need only one master for centralized reproduction.

In designing these materials, we have assumed that most reproducibles will be duplicated on white 20-lb. bond paper, but you may choose a different weight of paper or colored paper instead of white. You may also want to have the sheets 3-hole-punched to fit into participants' notebooks.

Using the relevant Reproducibles Calculation Chart as a guide, use a form similar to the one on the following page (or a copy of that one) to order additional reproducibles.

Impressing Your Facilitators

When all the reproducibles have been duplicated, you can make up a set of printed resources for each workshop and a set of Transparencies for each Facilitator. If you really want to impress your Facilitators with your organizational acumen (and earn their eternal gratitude), you can package each workshop set in a file-transfer box with dividers separating the resources by title in the order of their use.

DUPLICATION ORDER FORM

DATE: _____

DATE REQUIRED: _____

REQUESTED BY: _____

ADDRESS: _____

_____ PHONE: _____

NO. MASTERS: _____

NO. COPIES EA. MASTER: _____

TOTAL IMPRESSIONS: _____

- ☐ 8½ x 11 — 20# WHITE
- ☐ 11 x 17
- ☐ PRINT ONE SIDE ONLY
- ☐ PRINT TWO SIDES
- ☐ SPECIAL STOCK (SPECIFY WEIGHT & COLOR BELOW)

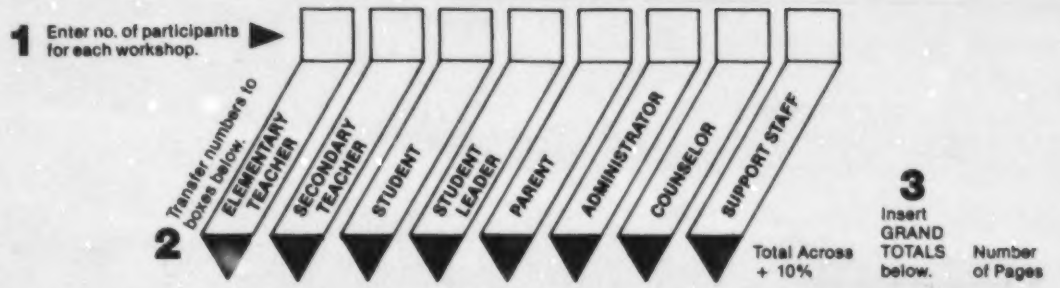
_____

- ☐ COLLATE
- ☐ GBC BIND
- ☐ STAPLE
- ☐ SADDLE STITCH
- ☐ SIDE WIRE STITCH
- ☐ 3-HOLE PUNCH

TITLES

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.

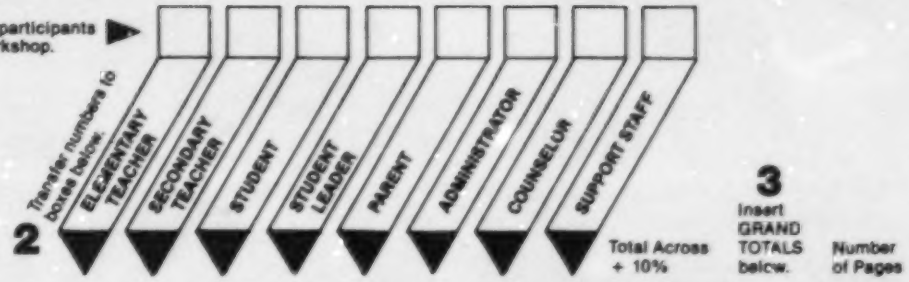
REPRODUCIBLES CALCULATION CHART



WORKSHEETS

Elementary Teacher Workshop Outline	1
Secondary Teacher Workshop Outline	1
Student Workshop Outline	1
Student Leader Workshop Outline	1
Parent Workshop Outline	1
Administrator Workshop Outline	1
Counselor Workshop Outline	1
Support Staff Workshop Outline	1
Change: Ideas for Your School	2
Sentence Completion--Student Version	2
Take a Good Guess	4
If I Were . . . , I Could . . .	2
Textbooks and the Real World	2
Magazines and the Real World	2
Survey of School Practices	2
Survey of School Library	2
Plus and Minus	2
What's Your Sexism Quotient?	2
Androgyny Scale for Students	2
Where Is Sexism?	2
Psychological Descriptors	2
Complying with Title IX	4
Evaluating Title IX Compliance	5
Title IX: Defining the Terms	1
Complying with Title IX--Students	3
Complying with Title IX--Counselors	8
Checklist for Counselors and Other Pupil Personnel Workers	3
Role-Play Situations for Counselors	4
Planning for Sex Equity	5

REPRODUCIBLES CALCULATION CHART



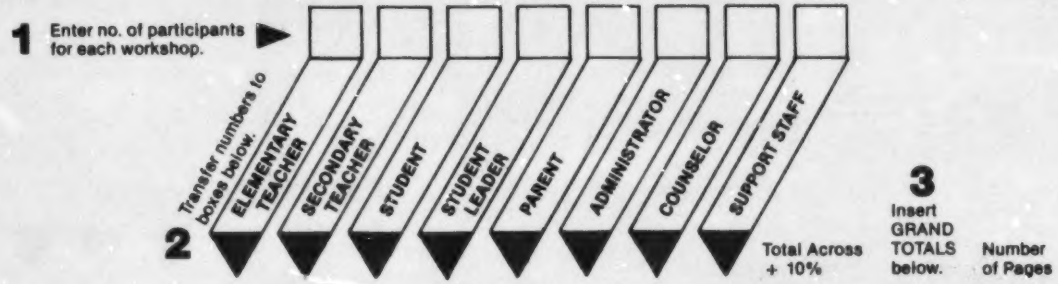
WORKSHEETS (CONT.)

	Number of Pages
Desired Student Behaviors	1
Non-Sexist Parenting Inventory	2
Teacher Diagnostic Inventory--Elementary	6
Teacher Diagnostic Inventory--Secondary	3
My Action Plan	3
A Guide to Action: Force-Field Analysis	4
Limiting Effects	2
Language Quote Cards	2
Language: Make It Equitable	4
The Role of Frontier Women	1
Assertiveness Role-Play Situations	6
"I" Messages	2
DESC Script	3
Opinion Poll	2
Critical Analysis Sheet	1
Media Analysis for Students	1
Sexism In Education Quiz	4

ASSESSMENT INSTRUMENTS

What Do You Know About Sex Equity?	x2	10
Adult Rating Scale	x2	3
Person-Concept Incongruency Scale	x2	4
Final Assessment		2
Process Evaluation Form		2

REPRODUCIBLES CALCULATION CHART



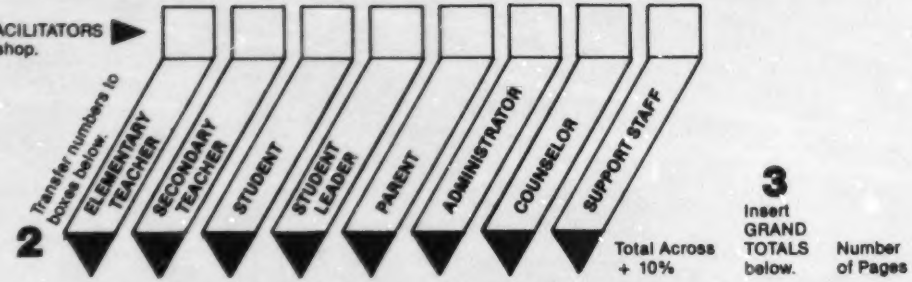
ACTIVITY CARDS

Sex-Role Awareness Activities for the Classroom — 16

READINGS

Sex Equity Definitions	1
Sex Roles and the Socialization Process	15
Sex Differences in Education	8
Biological Aspects of Sex Differences	5
Psychological Aspects of Sex Differences	6
How Sex Roles Can Limit	13
Did You Know?--Girls	2
Did You Know?--Boys	2
Realities of the Work World	12
PEER Summary of Title IX Regulations	5
Language Shapes Thought	12
A New School for Taiharuru	3
The Role of Frontier Women: A Revision	1
The Role of Frontier Women: Teacher's Guide	2
Hidden Messages	6
Outdoor Play	6
The Male Role Stereotype	5
Notes to a Change Agent	5
Responding to School Officials	4

REPRODUCIBLES CALCULATION CHART



TRANSPARENCIES

Definitions	1
Dynamics of Sexism	1
Biological Basics	1
Similarities and Differences	1
Maccoby and Jacklin (1974) Research Findings	1
Society and the Individual	1
Labor Force Participation	1
Married Women--Adult Years	1
Occupational Distribution of Men and Women	1
Occupational Segregation in Nontraditional Jobs	1
Clerical Segregation, 1981	1
Occupational Distribution of Working Women	1
Education and Earnings in Male- and Female-Intensive Occupations	1
Education and Earnings in Male- and Female-Intensive Occupations	1
Education and Earnings	1
Earnings Gap Between Women and Men	1
Overview of General Categories: Title IX	3
Defining the Terms A, B, and C	1
Dimensions of Bias	1
Inclusive Language	1
Stereotyping	1
Literal Interpretation	1
Societal Values	1
Roles of a Change Agent/Reactions to Change	1
Definitions: Assertion	1
Behavior Descriptors	1
Components of Assertive Behavior	1
Types of Criticism and Responses	1
Responding to Criticism (A and B)	2
"I" Message Model	1
DESC Script	1

☆ U.S. GOVERNMENT PRINTING OFFICE: 1984--700-955-311